DOCUMENT RESUME

ED 044 960 FL 001 988

AUTHOR	Graber, Charles F.; Norton, Harriet S.
TITLE	Colloquamur Latine cum Pueris Puellesque: Latin in the Middle School.
INSTITUTION	State Univ. of New York, Albany. School of Education.
SPONS AGENCY	American Classical League, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE	68
NOTE	72p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.70
DESCRIPTORS	*Course Descriptions, Course Objectives, Cultural Background, *Cultural Education, Grammar, Intermediate Grades, Junior High Schools, *Language Instruction, Language Skills, *Latin, Latin Literature, *Middle Schools, Mythology, Teaching Methods

ABSTRACT

Guidelines for the development of a Latin curriculum for the middle school, with specific suggestions as to content and methodology, are presented in this manual. The material, oriented toward new approaches in the teaching of the Latin and Graeco-Roman cultures, strives to develop proficiency in the skills of listening, speaking, reading, and writing in the target language. Discussion of the rationale of the course, nature of the pupils, objectives, and program precedes selected instructional units. These units include: (1) the accusative case, (2) the accusative case of certain prepositions, (3) oral and written reinforcement of the accusative case as direct object and object of certain prepositions, (4) Mythology--reading of "Midas et Contactus Aureus", (5) singular and plural of the imperative, and (6) review of cultural items. Pen and ink sketches are used throughout, and a bibliography is contained in the guide. (RL)

ED044960

C O L L O Q U A M U R L A T I N E

Cum Pueris Puellisque

LATIN IN THE MIDDLE SCHOOL

by

Charles F. Graber
Assistant Professor of Latin Education

and

Harriet S. Norton
Chairman, Department of Latin Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

illustrated by
Robert O'Brien
Instructional Resources Center

FL 001 988

School of Education
STATE UNIVERSITY OF NEW YORK AT ALBANY
Albany, New York 12203

1968

PREFACE

This monograph is designed to promote the study of the Classics in the Middle School and instill in young people a deep and abiding regard for Latin and Graeco-Roman culture. Many years of investigation and experimentation have led us to conclude that to do this we need a content material with a new emphasis and an approach adapted to pupils of this age group. Many teachers, experienced and novice, are convinced of the necessity of this kind of change, but do not have the time, imspiration, or confidence to develop such materials which utilize modern teaching aids and technology. In recognition of these facts and in response to the many requests for help in this area, we are happy to offer this publication.

This document contains general guidelines for developing a curriculum appropriate for the Middle School with specific suggestions as to both content and methodology. To illustrate how such a program might be implemented, six sample lesson plans are included in the monograph. To provide additional help to the teacher, "teaching-learning kits" have been prepared to accompany each of the lessons and are available for loan upon request.

This publication has been made possible through the efforts of countless people who have volunteered their talents and time. Although it is impossible to mention the names of all who have contributed, special recognition should be given to Dr. John F. Latimer, Executive Secretary of the American Classical League and to the National Endowment for the Humanities for the initial financial assistance in the form of a grant awarded to the Department of Latin Education in the fall of 1967. We wish to acknowledge also the generosity of the School of Education, State University of New York at Albany, which has provided additional funds, services, and facilities through its various departments.

It is our hope that this monograph will prove helpful to interested teachers, curriculum coordinators and administrators who are desirous of promoting an effective program of Classics in the Middle School.

TABLE OF CONTENTS

I. QUA RATIONE? . . . . . Rationale 1

II. QUALES PUERI PUELLAEQUE? . Nature of pupils . . . 3

III. QUO CONSILIO? . . . . . Objectives 4

IV. QUAE ET QUIBUS MODIS? . . Program 5

V. EXEMPLARIA . . . . . Selected Units

Lesson I 11

Lesson II 21

Lesson III 26

Lesson IV 38

Lesson V 42

Lesson VI 51

BIBLIOGRAPHY 67

C O L L O Q U A M U R L A T I N E

Cum Pueris Puellisque

Latin in the Middle School

QUA RATIONE?

The Latin language and culture have been a font of inspiration for art, literature, education, philosophy, and language for over two thousand years. Some of the most important roots of our Western Civilization, including its languages, are within the great culture represented by Latin. It has offered not only a valuable experience simply as a foreign language but also, as William R. Parker says, "an educationally unique experience; a sense of our relevant past, cultural and linguistic" (25.8)*. In short, it contains "the body of tradition and thought which makes our culture comprehensible" (22:62). And yet, as Gerald F. Else notes, Latin is in a critical position in American education (10). The failure of many teachers to present Latin as a language of a living culture which bridges the humanistic values of the Graeco-Roman civilization to modern civilization, along with the increasing interest in the study of modern foreign languages, and also the trend to study only what has practical application, have reduced Latin to a brief and marginal role in our educational program. The committee report of the First Airlie House Conference on the Classics states:

> While the classics enjoyed virtual autocracy in education during the nineteenth century, our education procedures

*References listed on pages 67-69. The number preceding the colon indicates the source, the number following the colon indicates the exact page of the quote.

> narrowed into primarily grammatical interest. This has resulted in a major diminution in the role of the classics in American education . . . (11:272)

In spite of the fact that "the absolute number of students studying Latin has declined," Latin, as a valid content field in the humanities, has potentially more relevance than ever to modern education (10:2). It has particular significance when its literature explores the Ciceronian idea of *humanitas*, inculcates human values and introduces today's student to a true sense of humane purpose and a balanced view of man's development (12, 16). Pupils from the ages of ten to fourteen can profit from a curriculum organized around these principles because they are interested in and curious about this view of the past; they are sensitive to abstract ideas; they love the myths and the stories of the famous characters and great heroes of Roman history. Yet, in all too many cases, when there has been an opportunity to teach Latin to children of this age, the traditional continuum and the approach commonly employed in the senior high school have been transferred to the lower level with the result that the curiosity and interest of the student have often been stifled, language facility has been reduced and conceptional narrowness effected (28, 37).

The position of Latin in the curriculum of the Middle School would be enhanced not only by the development of a curriculum emphasizing humane values, but also by the utilization of modern teaching methods in the presentation of the content material (4). This, however, would require the modification of the traditional grammar-translation method and demand the teaching of Latin as a *lingua* that communicates orally

and in writing (15, 16, 17, 35). An examination of current practices in teaching modern foreign languages has proved that a knowledge of another language is more efficiently secured by developing skills in listening and speaking, reading and writing (4, 5, 23). Such evidence in the opinion of many, indicates that Latin, too, can be taught advantageously by using an audio-lingual-visual approach to develop these skills and by using modern techniques, aids and equipment (2, 4, 6, 12, 15, 17, 20, 21, 24, 26, 27, 29, 30, 31, 33, 35).

Thus, with proper content and approach, Latin and Latin literature can make the contributions to pupils in the lower grades that would justify its place in the curriculum of the Middle School. As Warren C. Seybert has noted:

> . . . . if more honest attention were given to the direction in which Latin actually points, the grass in the street would not stand so high, for it would be worn by the feet of earnest and busy travelers (32:103).

QUALES PUERI PUELLAEQUE?

The Middle School is a natural time and place to begin the study of Latin because children of this age are full of wonder and curiosity, anxious to please, willing to follow and pliant. They have a love of novelty, a strong spirit of competition, and a keen interest in making and doing things. In addition, they have a facile memory, plasticity of speech, a love of mimicry and action, a sense of spontaneity, lack of self-consciousness and the ability to acquire language skills with a minimum of effort, factors which are of particular importance to

teachers of language (1). Thus, these children are ready for significant language learning, and the Latin program that is presented in a way that relates to the needs and abilities of pupils of this age will make valuable contributions to their total education experience and enable Latin to take its place on an equal basis with the modern foreign languages in the curriculum of the Middle School.

QUO CONSILIO?

The Department of Latin Education of the State University of New York at Albany, after several years of observation, experimentation and curriculum revision, has concluded that a Latin program with the following purposes will make the classics relevant, meaningful and interesting to the children of the Middle School.

1. Content material should:
   a. emphasize humane values relevant to the children in the Middle School
   b. develop the child's appreciation of his own cultural background and the contributions of Roman civilization to it
   c. aid students in understanding the development of any language, and in particular, show the close bond of Latin with the Romance languages and its effect upon the English language
   d. demonstrate the interdisciplinary values of Latin in the fields of literature, art, scientific nomenclature, drama, opera, architecture, history, government and law
   e. be adapted to the students' intellectual, physical and emotional maturity and their level of interest
   f. permit pupils to pursue Latin in depth.

II. Methodology should:

a. emphasize the development of the language skills of listening and speaking, reading and writing with due consideration given to age, ability and other personal variables of the student group

b. take into account that Latin is a *lingua* and therefore should be taught as a means of cultural communication

c. utilize modern techniques, aids and equipment

d. introduce the student gradually to vocabulary, morphology, and structure in context and linguistically meaningful situations.

QUAE ET QUIBUS MODIS?

Since Latin can be studied with profit by children in the Middle School, it is the urgent task of the teacher to offer in his program of study a selection of material that is meaningful in reading content, structure and morphology. To assist the teacher of Latin in fulfilling this responsibility we offer the following suggested curriculum:

Suggested Curriculum

I. Thematic Reading Material	Sources	Comments
Mythology	Ovid Hyginus Apollodorus Hesiod	Students at this level can stand immersion in the myths and respond enthusiastically to them.
Roman Life and Custom	Plautus Terence Cicero Pliny Livy	Students of this age are interested in the home life, amusements, education and other customs of Roman boys and girls.

Thematic Reading Material	Sources	Comments
Roman Legends, History and Biography	Nepos Livy Cicero	Characters such as Cincinnatus, Scaevola, Cloelia, and Coriolanus show the humanistic traits of the early Romans.

It is not intended that every theme suggested be used in any one year or that more than short passages of the more difficult or lengthy works be read. In these early stages little, if any, original Latin would be read. "Made" Latin or greatly adapted passages would be utilized for the most part. These stories in"made" Latin written in a simple style that is idiomatically correct, could serve as the basis for conversations and dialogues which inspire confidence and proficiency in the new language and increase the student's ability to read and comprehend Latin as Latin.

2. Structure and Morphology

Structure and morphology as well as vocabulary would be learned in context with drills and pattern practices in the language laboratory as well as in the classroom. Nouns of the first three declensions would be presented horizontally in the three most commonly used cases -- nominative, accusative, and ablative. The pattern practices would emphasize the slots for subject, predicate noun, direct object, and place constructions. All tenses of all conjugations would be used as needed with emphasis first on the present and perfect tenses, then future and imperfect with an occasional pluperfect or future perfect. The active voice would be used primarily. Adjectives and their agreement would indicate gender of nouns.

Later in the program the fourth and fifth declensions would be introduced in the most commonly used cases along with the presentation of all nouns in the other cases -- dative, genitive, vocative and locative. Linguistic structures would advance in context and would be drilled as before by the use of pattern practices and oral and written exercises. The passive voice with agency expressed in the ablative, and the subjunctive, infinitive and imperative moods would be introduced. Facile manipulation of the linguistic structures and morphology will be stressed and reinforced through much contextual reading, and many oral and written exercises. The maximum use of the target language with a minimum use of the native language will help students not only to transform learned patterns, but also to generate new ones. Such a process will enable them to read Latin graded to their ability with ease and comprehension and to communicate their own ideas in the foreign language.

3. Cultural Background

There is in existence a substantial amount of material dealing with Roman civilization and culture. This material can be used to develop within young students an understanding and appreciation of classical times and its impact upon present day life. This can be accomplished by the careful use of filmstrips, slides, motion picture films, classical pictures, plays,projects, games, songs, bulletin board materials and Latin club activities which are geared to the age and interest of the children and integrated with the other aspects of the

program. Such a procedure will enable the teacher to present a significant amount of meaningful cultural material and enhance the total value of this curricular offering.

Suggested Approach

Although there are many methods for the teaching of Latin, many teachers present their subject in the same manner as they themselves were taught, often without regard to the needs of their students or to more recent theories of language learning. The good teacher, however, rejects that which is hallowed only by tradition, recognizes the potentialities of the newer approaches, learns to use these methods, and skillfully implements them in daily classroom use. Such a process results in the presentation of Latin as a working language that expresses live ideas and enlivens past events.

The best approach for the Middle School takes into account the characteristics of the students at this level; uses a variety of procedures and activities during individual classes; develops the major language skills of listening and speaking, reading and writing by oral work first and then by written exercises; introduces the student gradually to the vocabulary, morphology and syntax of Latin in contextual situations; and utilizes modern technology, equipment, audio-visual aids and other realia. This flexible method reaches the various linguistic goals by different activities. It may use only the Latin language, a combination of Latin and English, or at times only the native language

to attain the cultural and linguistic objectives of the course.

The listening, speaking and reading skills, and the manipulation of structures and forms of the language can be achieved best by the use of aural-oral Latin first. The following are suggested activities that may employ Latin only and which will effect variety, student interest and oral mastery of the language:

a. Presentation of vocabulary audio-lingually-visually

b. Narrations dealing with the reading themes

c. Questions and answers

d. Reading, individually and/or in chorus

e. Listening comprehension tests

f. Drills, in choral recitation or by individuals

   1. Kinetic drills

   2. Pattern practice exercises

   3. Repetition drills

   4. Substitution drills

   5. Transformation drills

   6. Expansion drills

g. Testing according to the teaching approach

Reading and writing skills, also utilizing only Latin, may be developed by the following or similar activities:

a. Composition panel exercises (Copying)

b. Dictation

c. Written drills

d. Comprehension questions based on both oral presentations and reading passages (These questions can require selection, one word answers or complete sentences.)

e. Free composition (for the Middle School this will be probably not more than three simple sentences at most)

f. Testing, again according to the way the material has been presented.

Both Latin and English will be employed at times to spot-check comprehension, to summarize units of work, to introduce interdisciplinary values, to demonstrate the significance of cultural material, and certainly to formulate rules about structural generalizations. Many times the teacher will want to resort exclusively to his native language in discussions concerning literary style and criticism, word study, and cultural units. Furthermore, the realia which most effectively stimulates this type of discussion is frequently in English.

In conclusion, an approach that minimizes the use of the native language and expoits the use of the target language will achieve most efficiently the ultimate goal of reading and understanding Latin as Latin.

EXEMPLARIA

In keeping with its stated general objectives for Latin in the Middle School, the Department of Latin Education offers the following units of work selected from actual classroom presentations to demonstrate how the suggested curriculum and approach can be integrated to make Latin a meaningful experience both culturally and linguistically. Kits of teaching-learning materials to accompany these units have been prepared and are available for loan to teachers upon request.

UNIT ONE

The Accusative Case

Lesson I

The Accusative Case as Direct Object

I. Lesson Outline

1. Introductory dialogue
2. Audio-lingual-visual presentation of *Familia*
3. Questions re: *Familia*
4. Arrangement of nouns according to declension and case
5. Patterr practice exercise to contrast the nominative and accusative cases.
6. Structural generalizations
   a. Inflections (nouns of Declensions I, II and III) to denote nominative and accusative cases
   b. Uses of the nominative and accusative cases

II. Procedure

1. Introductory dialogue

a. With the entire class

M.: Salvēte, discipulī!
D.: Salvē, magister!

M.: Quid agitis hodiē?
D.: Satis bene grātiās, et tū?
M.: Satis bene grātiās.

M.: Quotus mēnsis hic est?
D.: Hic est mēnsis November.

M.: Quotus diēs hic est?
D.: Hic est diēs Mārtis.

b. With Individual students

M.: Quaenam est tempestās hodiē?
(Response depends upon the picture shown by the teacher.)

D.: Sōl lūcet
Caelum est serēnum
Est calida

D.: Sōl nōn lūcet.
Caelum est obscūrum.

D.: Ningit
Est frīgida

D. Pluit

2. Review of the Nominative Case

a. Audio-lingual-visual presentation reviewing the Nominative Case, singular number, for nouns of Declensions I, II, and III and introducing the Accusative Case, singular number, for the same Declensions. A flannelboard and appropriate pictures and nouns will be used to illustrate this presentation. (Place the four pictures on the flannelboard.)

Cornēlius

Cornēlia

Mārcus

Anna

(As answers are given to the questions in section 2-b and 3-b the following words will be placed on the flannelboard)

Cornēlium	*Cornēliam*	*Mārcum*	*Annam*
pater	*māter*	*fīlius*	*fīlia*
patrem	*mātrem*	*fīlium*	*fīliam*
vir	*fēmina*	*puer*	*puella*
virum	*fēminam*	*puerum*	*puellam*
		discipulus	*discipula*
		discipulum	*discipulam*
		frāter	*soror*
		frātrem	*sorōrem*
		juvenis	*virgō*
		juvenem	*virginem*

Familia

In familiā sunt Cornēlius et Cornēlia et Mārcus et Anna. (Place names on flannelboard as mentioned and point to appropriate pictures as the story is told.) Cornēlius est pater et vir. Cornēlia est māter et fēmina. Mārcus est fīlius et puer et discipulus et frāter et juvenis. Anna est fīlia et puella et discipula et soror et virgō.

b. Questions re: *Familia* (As questions are answered, place the nominative forms of the words in their proper places under the pictures as shown above. Clue the answer desired by pointing to the appropriate picture on the flannelboard.)

M.: Quī sunt in familiā?
D.: In familiā sunt Cornēlius et Cornēlia et Mārcus et Anna.

M.: Quis est Cornēlius?
D.: Cornēlius est pater et vir.

M.: Quis est Cornēlia?
D.: Cornēlia est māter et fēmina.

M.: Quis est Mārcus?
D.: Mārcus est fīlius et puer et discipulus et frāter et juvenis.

M.: Quis est Anna?
D.: Anna est fīlia et puella et discipula et soror et virgō.

3. Introduction to the Accusative Case

a. Audio-lingual-visual presentation

Familia

In tabulā ego videō Cornēlium et Cornēliam et Mārcum et Annam. In tabulā ego videō Cornēlium, et patrem et virum. In tabulā videō Cornēliam quoque, et mātrem et fēminam. In tabulā videō Mārcum quoque,et fīlium et puerum et discipulum et frātrem et juvenem. Dēnique videō Annam, et fīliam et sorōrem et discipulam et virginem.

b. Questions re: *Familia* (As questions are answered, place the nouns under their appropriate pictures on the flannelboard. The questions are so asked as to require the nominative form, then the accusative form of the nouns.)

M.: Quis est?
D.: Est Cornelius.

M.: Quem vidēs?
D.: Ego Cornēlium videō.

M.: Quis est Cornēlius?
D.: Cornēlius est pater et vir.

M.: Quem vidēs?
D.: Ego videō Cornēlium et patrem et virum.

M.: Quis est?
D.: Est Cornēlia.

M.: Quis est Cornēlia?
D.: Cornēlia est māter et fēmina.

M.: Quem vidēs?
D.: Ego videō Cornēliam et mātrem et fēminam.

M.: Quis est?
D.: Est Mārcus.

M.: Quis est Mārcus?
D.: Mārcus est fīlius et puer et discipulus et frāter et juvenis.

M.: Quem vidēs?
D.: Ego videō Mārcum et fīlium et puerum et discipulum et frātrem et juvenem.

M.: Quis est?
D.: Est Anna.

M.: Quis est Anna?
D.: Anna est fīlia et puella et discipula et soror et virgō.

M.: Quem vidēs?
D.: Ego videō Annam et fīliam et puellam et discipulam et sorōrem et virginem.

(Remove pictures only from the flannel board)

4. Arrangement of nouns according to declension and case

It should be noted that the base of all the nouns used in this lesson were lettered in one color, whereas, the endings of all these nouns were of a different color. Since the students were already familiar with the nominative forms of the first three families of nouns, they were able to divide them according to family and gender. The color helped them to differentiate the accusative endings of the three families very quickly. The following chart resulted:

a. Nominative Case

I	II	III	
Cornēlia	*Cornēlius*	*pater*	*māter*
Anna	*Mārcus*	*frāter*	*soror*
fēmina	*vir*	*juvenis*	*virgō*
fīlia	*fīlius*		
puella	*puer*		
discipula	*discipulus*		

b. Accusative Case

I	II	III	
Cornēliam	*Cornēlium*	*patrem*	*mātrem*
Annam	*Marcum*	*frātrem*	*sorōrem*
fēminam	*virum*	*juvenem*	*virginem*
fīliam	*fīlium*		
puellam	*pueurum*		
discipulam	*discipulum*		

This chart

1) reviewed the nominative endings
2) reinforced the oral presentation of the accusative endings
3) prepared the students for a meaningful experience with the pattern practice that was to follow.

5. Pattern Practice Exercise to provide Audio-lingual reinforcement in the review of the nominative case, singular number, and the production of the accusative case, singular number, Declensions I, II, and III by use of Transparencies I-a, I-b, and I-c.

Directions to the student: As you repeat each utterance after me, note carefully the endings of each of the nouns. (The contrast between the nominative and the accusative endings is emphasized by the underscoring of the accusative case in each sample.)

Transparency I-a

Cornēlia est fēmina.	Ego Cornēliam videō. Ego fēminam videō.
Anna est fīlia.	Ego Annam videō. Ego fīlīam videō.
Puella est discipula.	Ego puellam videō. Ego discipulam videō.
Minerva est serva.	Ego Minervam videō. Ego servam videō.
Diāna est puella.	Ego Diānam videō. Ego puellam videō.

Transparency I-b

Cornēlius est vir.	Ego Cornēlium videō. Ego virum videō.
Mārcus est fīlius.	Ego Mārcum videō. Ego fīlium videō.
Puer est discipulus.	Ego puerum videō. Ego discipulum videō.
Neptūnus est servus.	Ego Neptūnum videō. Ego servum videō.
Mercurius est puer.	Ego Mercurium videō. Ego puerum videō.

Transparency I-c

Cornēlia est māter.	Ego mātrem videō.
Cornēlius est pater	Ego patrem videō
Anna est soror.	Ego sorōrem videō.
Mārcus est frāter.	Ego frātrem videō.
Jāson est juvenis.	Ego Jāsonem videō. Ego juvenem videō.
Jūnō est virgō.	Ego Jūnōnem videō. Ego virginem videō.

(The teacher feels that the previous repetition drill will prepare the student to generate automatically the accusative case in the following completion exercise.)

Distribute to student the dittoed material to be used with transparencies I-d, I-e, and I-f. (Dittoed worksheets will be identical copies of these transparencies.)

Directions to the student: As I call on one of you, read the utterance on your left and then complete the statement on your right. The entire class will repeat the completed statement and write the appropriate answer in the space provided on the *Charta Latīna*.

Transparency I-d

Vesta est puella.	Ego Vest*(am)* videō.
Diāna est virgō.	Ego virgin*(em)* videō.
Mercurius est puer.	Ego Mercuri*(um)* videō.
Brūtus est juvenis.	Ego Brūt*(um)* videō.
Plūtō est discipulus.	Ego Plūtōn*(em)* videō.
Mārs est servus.	Ego Mārt*(em)* videō.
Jūnō est discipula.	Ego Jūnōn*(em)* videō.

(The ease with which this exercise is completed removes student inhibition toward a new situation and builds confidence in his ability to manipulate Latin.)

6. Structural Generalizations

a. Through the use of Transparency I-e the inflections (nouns of Declensions I, II and III) which denote nominative and accusative cases are listed.)

Transparency I-e

Dēductiō

Case endings for Nominative and Accusative cases:

Nominative case, first declension, ends in *(a)*

Accusative case, first declension, ends in *(am)*

Nominative case, second declension, ends in *(us)*

Accusative case, second declension, ends in *(um)*

Nominative case, third declension, ends in *(variety)*

Accusative case, third declension, ends in *(em)*

(The arrangement of the slots for the nominative and the accusative endings visually points out the similarities and contrast of the inflections.)

b. Transparency I-f demonstrates the uses of the nominative and accusative cases experienced to this point.

1) Nominative case as subject of sentence
2) Nominative case as complement after verb *est* (predicate noun and predicate adjective)
3) Accusative case as direct object of the verb.

Transparency I-f

Dēductiō

Uses of the Nominative and Accusative

Sententia	Cāsus	Ūsus
Anna est puella.	*(nominative)*	*(subject)*
Cornēlia est māter.	*(nominative)*	*(predicate noun)*
Ego puellam videō.	*(accusative)*	*(direct object)*
Mārcus est juvenis.	*(nominative)*	*(subject)*
Brūtus est frāter.	*(nominative)*	*(predicate noun)*
Ego juvenem videō.	*(accusative)*	*(direct object)*
Jūppiter est puer.	*(nominative)*	*(subject)*
Ego puerum videō.	*(nominative)*	*(subject)*
Venus est bona.	*(nominative)*	*(predicate adjective)*

(Experience has indicated the necessity to show that the accusative case has the same use in each family or declension.)

M.: Valēte, discipulī!
D.: Valē, magister!

III. Materials

1. Visual representations for "Quaenam est tempestās hodiē?":

   Sōl lūcet, Est calida, Caelum est serēnum, Est frīgida, Ningit, Pluit, Caelum est obscūrum.

2. Flannelboard

3. Visuals for flannelboard presentation:

   Cornēlius, Cornēlia, Mārcus, Anna

4. Nominative case forms of nouns for flannelboard presentation:

   Cornēlius, Cornēlia, Mārcus, Anna, pater, vir, māter, fēmina, fīlius, puer, discipulus, frāter, juvenis, fīlia, puella, discipula, soror, virgō

5. Accusative case forms of nouns for flannelboard presentation:

   Cornēlium, Cornēliam, Mārcum, Annam, patrem, virum, mātrem, fēminam, fīlium, puerum, discipulum, frātrem, juvenem, fīliam, puellam, discipulam, sorōrem, virginem

6. Transparency I-a: Pattern Practice Exercise, First Declension

7. Transparency I-b: Pattern Practice Exercise, Second Declension

8. Transparency I-c: Pattern Practice Exercise, Third Declension, Feminine and Masculine Genders

9. Transparency I-d: Pattern Practice Exercise, Three Declensions,

10. Transparency I-e: Dēductiō - Nominative and Accusative Case Endings

11. Transparency I-f: Dēductiō - Uses of the Nominative and Accusative Cases

12. Dittoed Worksheets for students (*Charta Latīna - Dēductiō* and Pattern Practice Exercise)

13. Overhead Projector

14. Overhead Projection Screen

Lesson II

The Accusative Case as Object of Certain Prepositions

I. Lesson Outline:

1. Introductory dialogue

2. Audio-lingual-visual presentation of Latin vocabulary pertinent to an understanding of *Lēctio*

3. Oral presentation of story to be read and questions related to the visual used

4. Reading Lesson *(Lēctio)* - *Iterum Tardus*

5. Questions re: *Iterum Tardus*

6. Structural Generalizations -- uses of the accusative case-direct object of the verb and object of certain prepositions

7. Oral and written reinforcement of the accusative case as object of certain prepositions by doing "Pattern Practice Exercise" and using appropriate transparency

II. Procedure:

1. Introductory dialogue

a. With the entire class

M.: Salvēte, discipulī!
D.: Salvē, magister!

M.: Quid agitis hodiē?
D.: Satis bene grātiās, et tū?
M.: Satis bene grātiās.

M.: Quotus mēnsis hic est?
D.: Hic est mēnsis November.

M.: Quotus diēs hic est?
D.: Hic est diēs Jovis.

b. With individual students

M.: Quaenam est tempestās hodiē?
(Response depends upon the picture shown by the teacher)

D.: Sōl lūcet.	Est calida.
Sōl nōn lūcet.	Est frīgida.
Caelum est serēnum.	Ningit.
Caelum est obscūrum.	Pluit.

2. Audio-lingual-visual presentation of Latin vocabulary pertinent to an understanding of the *Lēctiō* by using the visual representation illustrating the story and asking the following questions:

Iterum Tardus

M.: Quid est?
D.: Est casa.

M.: Quid est?
D.: Est signum

M.: Quid est?
D.: Est arbor.

M.: Quis est?
D.: Est puer.

M.: Quid est?
D.: Est gallus.

M.: Quid est?
D.: Est via.

M.: Quid est?
D.: Est schola.

3. Oral presentation of the story:

With reference to the visual flashcard of *Iterum Tardus* the teacher tells in his own words the story of the *Lēctiō*. After each sentence he asks pertinent questions to produce through repetition comprehension and mastery of vocabulary used in the story.

4. Reading Lesson (*Lēctiō*) - *Iterum Tardus*
(To be read first by the teacher, then by several students, and finally by the entire class)

Iterum Tardus

In hāc pictūrā tardus puer ad scholam currit. Puer habitat trāns viam ā scholā. Schola est magna et prope scholam est arbor. Super arborem avis volitat. Prope viam est signum et sub signum gallus ambulat. Arbor quoque stat prope casam. Puer autem nōn stat. Puer rapidissimē currit quia tardus est.

(During the *Lēctiō* fluency in reading and understanding of content material via the reading in Latin only are the aims.)

5. Questions re: reading lesson (*Iterum Tardus)*

M.: Quis est?
D.: Est puer.

M.: Quem vidēs?
D.: Ego videō puerum.

M.: Quid agit puer?
D.: Puer currit.

M.: Quō puer currit?
D.: Puer ad scholam currit.

M.: Quid vidēs?
D.: Ego videō gallum.

M.: Quid agit gallus?
D.: Gallus ambulat.

M.: Quō gallus ambulat?
D.: Gallus ambulat sub signum.

M.: Quid est?
D.: Est avis.

M.: Quid est?
D.: Est schola.

M.: Quanta est schola?
D.: Schola est magna.

M.: Quid vidēs?
D.: Ego videō scholam.

M.: Ubi est schola?
D.: Schola est trāns viam.
Schola est prope arborem.

M.: Quid est?
D.: Est arbor.

M.: Quid vidēs?
D.: Ego videō arborem.

M.: Ubi est arbor?
D.: Arbor est prope scholam.

M.: Quid est?
D.: Est casa.

M.: Quid vidēs?
D.: Ego videō casam.

M.: Ubi est casa?
D.: Casa est trāns viam.
Casa est prope arborem.

M.: Quid est?
D.: Est gallus.

M.: Quid vidēs?
D.: Ego videō avem.

M.: Quid agit avis?
D.: Avis volitat.

M.: Ubi avis volitat?
D.: Avis volitat super scholam.
Avis volitat super arborem.
Avis volitat super puerum.
Avis volitat super casam.
Avis volitat super signum.
Avis volitat super gallum.
Avis volitat super viam.

M.: Quid est?
D.: Est avis.

M.: Quid vidēs?
D.: Ego videō avem.

M.: Quid agit avis?
D.: Avis volitat.

M.: Quō avis volitat?
D.: Avis volitat sub arborem.
Avis volitat sub signum.
Avis volitat sub gallum.
Avis volitat sub puerum.

6. Structural Generalizations

By use of Transparency II-a the teacher will attempt to have the students deduce the use of the nominative and accusative cases experienced to date. (Students will have a dittoed copy of the transparency on which answers will be written as they are given orally by individuals.)

Transparency II-a

Dēductiō - Use of the nominative and accusative cases

Sententia Latīna	Ūsus	Cāsus
Schola est magna.	*(Subject)*	*(Nominative)*
Ego scholam videō.	*(Direct Object)*	*(Accusative)*
Ego ad scholam ambulō.	*(Object of Preposition)*	*(Accusative)*
Cornēlius est pater.	*(Predicate Nominative)*	*(Nominative)*
Ego Cornēlium video.	*(Direct Object)*	*(Accusative)*
Īnfāns ad patrem ambulat.	*(Object of Preposition)*	*(Accusative)*

7. Oral and written reinforcement of the accusative case used as object of certain prepositions by having students do the "Pattern Practice Exercise" on Transparency II-b. (Students will have a dittoed copy of this transparency, also.)

Transparency II-b

Complē vacuum fōrmā exāctā vocābulī in parenthesibus datī

(casa) Puer prope *(casam)* ambulat.

Puer ad *(casam)* ambulat.

Puer in *(casam)* ambulat.

(elephantus) Avis prope *(elephantum)* volitat.

Avis sub *(elephantum)* volitat.

Avis super *(elephantum)* volitat.

Avis ad *(elephantum)* volitat.

(arbor) Avis prope *(arborem)* volitat.

Avis ad *(arborem)* volitat.

Avis super *(arborem)* volitat.

Avis sub *(arborem)* volitat.

Avis in *(arborem)* volitat.

M.: Valēte, discipulī!
D.: Valē, magister.

III. Materials

1. Visual representations for "Quaenam est tempestās hodiē?":

   Sōl lūcet, Est calida, Caelum est serēnum, Est frīgida,

   Ningit, Pluit, Caelum est obscūrum.

2. Visual representation of *Lēctiō - Iterum Tardus*

3. Transparency II-a - *Dēductiō* - Use of the nominative and accusative.

4. Transparency II-b - Pattern Practice Exercise - Use of the accusative with certain prepositions

5. Dittoed Worksheets for students *(Lēctiō, Dēductiō,* and Pattern Practice Exercise)

6. Overhead Projector

7. Overhead Projector Screen

Lesson III

Oral/Written Reinforcement of the Accusative Case as Direct Object and Object of Certain Prepositions

II. Lesson Outline:

1. Introductory dialogue

2. Audio-lingual-visual review of the accusative case as direct object by means of *Familia* and appropriate Latin questions

3. Audio-lingual-visual review of the accusative case as object of certain prepositions by means of appropriate transparencies and visual representations

4. Exercises (*Exercitia*) - written reinforcement in the production of the accusative case as direct object and object of certain prepositions

5. Quiz (*Certāmen**) - to test student understanding of the accusative case

II. Procedure:

1. Introductory dialogue

a. With the entire class

M.: Salvēte, discipulī!
D.: Salvē, magister!

M.: Quid agitis hodiē?
D.: Satis bene grātiās, et tū?
M.: Satis bene grātiās.

M.: Quotus mēnsis hic est?
D.: Hic est mēnsis November.

M.: Quotus diēs hic est?
D.: Hic est diēs Veneris.

b. With individual students

M.: Quaenam est tempestās hodiē?
(Response depends on the picture shown by the teacher.)

D.: Sōl lūcet.	Est calida.
Sōl nōn lūcet.	Est frīgida.
Caelum est serēnum.	Ningit.
Caelum est obscūrum.	Pluit.

2. Audio-lingual-visual review of the accusative case (Declensions I, II, and III) as direct object by means of flannelboard presentation of *Familia* using appropriate pictures and noun forms. (See Lesson I.)

*Certāmen - Although *probātiō* is considered a more accurate word for "quiz", young people themselves suggested the word *certāmen* as a rivalry of wits.

Familia

In familiā sunt Cornēlius et Cornēlia et Anna et Mārcus.

M.: Quī sunt in familiā?
D.: In familiā sunt Cornēlius et Cornēlia et Anna et Mārcus.

M.: Quis est?
D.: Est Cornēlius.

M.: Quem vidēs?
D.: Ego videō Cornēlium.

M.: Quis est?
D.: Est Cornēlia.

M.: Quem vidēs?
D.: Ego videō Cornēliam.

M.: Quis est?
D.: Est Anna.

M.: Quem vidēs?
D.: Ego videō Annam.

M.: Quis est?
D.: Est Mārcus.

M.: Quem vidēs?
D.: Ego videō Mārcum.

M.: Quis est Cornēlius?
D.: Cornēlius est pater et vir.

M.: Quem vidēs?
D.: Ego videō Cornēlium.
Ego videō patrem.
Ego videō virum.

M.: Quis est Cornēlia?
D.: Cornēlia est māter et fēmina.

M.: Quem vidēs?
D.: Ego videō Cornēliam.
Ego videō mātrem.
Ego videō fēminam.

M.: Quis est Anna?
D.: Anna est fīlia et puella et discipula et soror et virgō.

M.: Quem vidēs?
D.: Ego videō Annam.
Ego videō fīliam.
Ego videō puellam.
Ego videō discipulam.
Ego videō sorōrem.
Ego videō virginem.

M.: Quis est Mārcus?
D.: Marcus est fīlius et puer et discipulus et frāter et juvenis.

M.: Quem vidēs?
D.: Ego videō Mārcum.
Ego videō fīlium.
Ego videō puerum.
Ego videō discipulum.
Ego videō frātrem.
Ego videō juvenem.

5. Audio-lingual-visual review of the accusative case

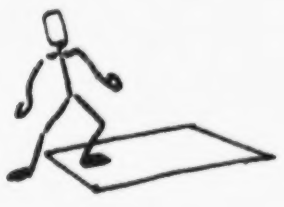
a. Audio-lingual-visual review of the accusative case (Declensions I, II, and III) as object of certain prepositions by use of transparencies III-a and III-b.

Transparency III-a

Vir Ambulat.

M.: Quō vir ambulat?
D.: Vir ambulat ad quadrātum.

M.: Quō vir ambulat?
D.: Vir ambulat in quadrātum.



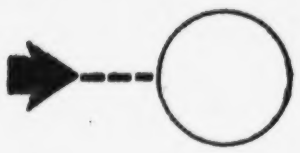
M.: Ubi vir ambulat?
D.: Vir ambulat super quadrātum.

M.: Quō vir ambulat?
D.: Vir ambulat sub quadrātum.

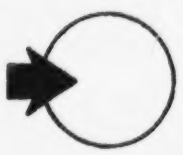
M.: Ubi vir ambulat?
D.: Vir ambulat prope quadrātum.

Transparency III-b

Sagitta Volitat



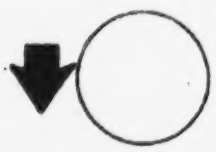
M.: Quō sagitta volitat?
D.: Sagitta volitat ad circulum.



M.: Quō sagitta volitat?
D.: Sagitta volitat in circulum.

M.: Ubi sagitta volitat?
D.: Sagitta volitat super circulum.

M.: Quō sagitta volitat?
D.: Sagitta volitat sub circulum.



M.: Ubi sagitta volitat?
D.: Sagitta volitat prope circulum.

b. Additional audio-lingual-visual review by means of appropriate visual representations - (Flashcards that indicate the various actions)

M.: Quis est?
D.: Est puer.

M.: Quid est?
D.: Est schola.

M.: Quem vidēs?
D.: Ego videō puerum.

M.: Quid vidēs?
D.: Ego videō scholam.

M.: Quid agit puer?
D.: Puer ambulat.

M.: Quō puer ambulat?
D.: Puer ambulat ad scholam.

Puer ambulat ad scholam.

Vir ambulat ad silvam.

M.: Quis est?
D.: Est vir.

M.: Quid est?
D.: Est silva.

M.: Quem vidēs?
D.: Ego videō virum.

M.: Quid vidēs?
D.: Ego videō silvam.

M.: Quid agit vir?
D.: Vir ambulat.

M.: Quō vir ambulat?
D.: Vir ambulat ad silvam.

M.: Quis est?
D.: Est virgō.

M.: Quid est?
D.: Est fōns.

M.: Quem vidēs?
D.: Ego videō virginem.

M.: Quid vidēs?
D.: Ego videō fontem.

M.: Quid agit virgō?
D.: Virgō sedet.

M.: Ubi virgō sedet?
D.: Virgō sedet prope fontem.

Virgō sedet prope fontem.

M.: Quis est?
D.: Est puella.

M.: Quid est?
D.: Est arbor.

M.: Quem vidēs?
D.: Ego videō puellam.

M.: Quid vidēs?
D.: Ego videō arborem.

M.: Quid agit puella?
D.: Puella stat.

M.: Ubi puella stat?
D.: Puella stat prope arborem.

Puella stat prope arborem.

M.: Quis est?
D.: Est māter.

M.: Quid est?
D.: Est īnfāns.

M.: Quem vidēs?
D.: Ego videō mātrem.

M.: Quid vidēs?
D.: Ego videō īnfantem.

M.: Quid agit māter?
D.: Māter currit.

M.: Quō māter currit?
D.: Māter currit ad īnfantem.

Māter currit ad Īnfantem.

Puer currit trāns pontem.

M.: Quis est?
D.: Est puer.

M.: Quid est?
D.: Est pōns.

M.: Quem vidēs?
D.: Ego videō puerum.

M.: Quid vidēs?
D.: Ego videō pontem.

M.: Quid agit puer?
D.: Puer currit.

M.: Quō puer currit?
D.: Puer currit trāns pontem.

4. Exercitia - to provide written reinforcement in the production and recognition of the accusative case as direct object and object of certain prepositions - (Dittoed copies for students)

   a. Completion Exercise -

      Complē sententiās sequentēs fōrmīs exāctīs:

      1. Puella est serv *(a)* .
      2. Ego puell *(am)* videō.
      3. Puella est pulchr *(a)* .
      4. Puer ad puell *(am)* ambulat.
      5. Puer est discipul *(us)* .
      6. Discipulus est bon *(us)*.
      7. Ego puer *(um)* videō.
      8. Puella prope puer *(um)* sedet.
      9. Mārs est juven *(is)*.
      10. Ego Mārt *(em)* videō .
      11. Canis ad Mārt *(em)* currit.
      12. Mārs est magn *(us)*.
      13. Īnfāns ad mātr *(em)* ambulat.
      14. Māter videt Īnfant *(em)*.

   b. Selection Exercise -

      Elige fōrmam exāctam intrā parenthesēs:

      1. Puer currit ad (schola - *scholam*)
      2. Schola est (*magna* - magnus - magnam - magnum)
      3. Puer videt (schola - *scholam*).

4. Puer ambulat prope (arbor - *arborem*).

5. Pater est (bona - *bonus* - bonam - bonum).

6. Ego videō (pater - *patrem*).

7. Mercurius est (fīlia - *fīlius* - fTliam - fTlium).

8. Avis super (Mercurius - *Mercurium*) volitat.

9. Magister (fīlius - *fīlium*) videt.

10. Mūs sub (elephantus - *elephantum*) currit.

c. Substitution Exercise -

Substitue vocābulum in parenthesibus datum prō vocābulō subnotātō.

(frāter) 1. Virgō est parva. *(Frāter)* est *(parvus)*.

(fēmina) 2. Vir virginem videt. Vir *(fēminam)* videt.

(fīlius) 3. Pater ad scholam ambulat. Pater ad *(fīlium)* ambulat.

(Neptūnus) 4. Vesta est bona. *(Neptūnus)* est *(bonus)*.

(canis) 5. Avis super casam volitat. Avis super *(canem)* volitat.

(soror) 6. Mārcus Annam vocat. Mārcus *(sorōrem)* vocat.

(puellam) 7. Pater Infantem amat. Pater *(puellam)* amat.

(vir) 8. Infāns ad patrem ambulat. Infāns ad *(virum)* ambulat.

5. Certāmen - to test students' understanding and recognition of the accusative case and its uses.

In exercitātiōne sequente complē sententiās Latīnās fōrmīs exāctīs:

1. Juvenis est laet *(us)*.

2. Ego videō juven *(em)*.

3. Juvenis ad silv *(am)* ambulat.

4. Soror est parv *(a)* .

5. Gallīna ad gall *(um)* ambulat.

6. Ego videō patr *(em)* et mātr *em* et puell *(am)* et puer *(um)*.

M.: Valēte, discipulī!
D.: Valē, magister!

III. Materials:

1. Visuals for "Quaenam est tempestās hodiē?" -

Sōl lūcet, Est calida, Caelum est serēnum, Est frīgida,

Ningit, Pluit, Caelum est obscūrum

2. Flannelboard

3. Visuals for flannelboard presentation -

Cornēlius et Cornēlia et Mārcus et Anna

4. Nominative case forms of nouns for flannelboard presentation -

Cornēlius, Cornēlia, Mārcus, Anna, pater, vir, māter,

fēmina, fīlius, puer, discipulus, frāter, juvenis, fīlia,

puella, discipula, soror, virgō

5. Accusative case forms of nouns for flannelboard presentation -

Cornēlium, Cornēliam, Mārcum, Annam, patrem, virum, mātrem,

fēminam, puerum, discipulum, frātrem, juvenem, fīliam,

puellam, discipulam, sorōrem, virginem

6. Transparency III-a: *Vir ambulat*

7. Transparency III-b: *Sagitta volitat*

8. Visual representations: *Puer ambulat ad scholam.*
Vir ambulat in silvam.
Puella stat prope arborem.
Virgō sedet prope fontem.
Māter currit ad īnfantem.
Puer currit trāns pontem.

9. Dittoed Worksheet *(Exercitia)*

10. Dittoed Worksheet *(Certāmen)*

11. Overhead projector

12. Overhead projector screen

The lessons in this first selected unit demonstrate a sequential presentation of the accusative case. After the first day's audio-lingual-visual introduction, contextual reading and questions lead to auditory and reading comprehension. Oral and written drills and exercises reinforce the presentation. A short test completes the cycle.

The second unit does not follow a sequential plan but attempts to indicate a variety of types of lessons. The audio-lingual-visual approach with emphasis on the target language is appropriate in almost all presentations.

U N I T T W O

Lesson IV

Mythology - Reading of *Midās et Contāctus Aureus*

I. Lesson Outline:

1. Introductory dialogue

2. Audio-lingual-visual presentation of

   a. The new Latin vocabulary

   b. The story in Latin (*narrātio*) related to Ovid's version of *Midās et Contāctus Aureus*, by using appropriate filmstrips

3. Reading (*Lēctiō*) - *Midās et Contāctus Aureus* - to be read by teacher, individual students and class in chorus

4. Comprehension (*Comprehēnsiō*) - *rogāta dē lēctiōne*

5. Quiz (*Certāmen*) - *dē lēctiōne et narrātiōne*

II. Procedure:

1. Introductory dialogue - with the entire class and/or individual response

   M.: Salvēte, discipulī!
   D.: Salvē, magister!

   M.: Quid agitis hodiē?
   D.: Satis bene grātiās, et tū?

   M.: Satis bene grātiās.

   M.: Quaenam est tempestas hodiē?
   (Response depends on picture shown by the teacher.)

D.: Pluit.	Ningit
Nōn pluit.	Nōn ningit.
Caelum est serēnum.	Est calida.
Caelum est obscūrum.	Est frīgida.

M.: Quotus mēnsis hic est?
D.: Hic est mēnsis Mārtius.

M.: Quotus diēs hic est?
D.: Hic est diēs Lūnae.

2. Audio-lingual-visual presentation of story, *Midās et Contactus Aureus,* by showing filmstrip (Eye Gate House, Inc., Jamaica New York, 11435: *FABULAE LEGENDAE GRAECIAE ROMAEQUE ANTIQUAE* series: No. 6-3-11) *Rēx Midās et Tactus Aureus:* Frames 1, 3, 6, 11, 12, 15, 23, 27, 28, 29.

Frame 1 -Est Phrygia. Phrygia est terra rosārum. Midās est rēx Phrygiae.

Frame 3 -Est Midās. Est aurum. Midās est rēx Phrygiae et multum aurum amat.

Frame 6 -Ōlim Midās erat duōbus viātōribus benignus. Duo viātōrēs erant Sīlēnus et Bacchus.

Frame 11-Est Bacchus. Bacchus dīxit,"Propter benignitātem tuam ego tibi praemium dabō. Quid dēsīderās?"

Frame 12-Est Midās. Est Bacchus. Midās rēspondet, "Dā mihi contāctum aureum."

Frame 15-Est Midās. Sunt rosae. Phrygia est terra rosārum. Midās tangit rosās et rosae sunt aureae.

Frame 23-Est Midās. Est vīnum. Est cibus. Midās dēsīderat edere et cibus est aureus. Midās tangit vīnum et vīnum est aureum. Midās nōn iam est laetus.

Frame 27-Est Midās. Est fīlia rēgis. Fīlia patrem tangit et fīlia est aurea.

Frame 28-Midās est miserrimus et clāmat, "Bacche, juvā mē! Juvā mē!"

Frame 29-Est Bacchus. Est Midās. Bacchus est frātus, sed līberat rigem Midam contāctū aureō.

3. Reading (*Lēctiō*) - to be read by the teacher, individual students and finally by the entire class.

Midās et Contāctus Aureus

In Phrygiā, terrā rosārum, habitāvit Midās, rēx stultus et avārus. Rēx nōn fuit beātus quod multum aurum dēsīderāvit.

Ōlim Midās jūvit SĪlēnum, amīcum deī Bacchī. Itaque deus vīnī dīxit, "Ego tibi praemium dabō. Quid dēsīderās?"

Midās rēspondit, "Ego aurum amō. Dā mihi contāctum aureum."

Bacchus contāctum aureum rēgī avārō dedit. Statim Midās rosās et saxa et statuās tetigit; omnia fuērunt aurea. Midās fuit vir laetus.

Deinde rēx cibum et vīnum et aquam dēsīderāvit. Ubi Midās edere temptāvit, cibus erat aureus. Ubi rēx bibere temptāvit, vīnum erat aureum. Midās nōn iam aurum dēsīderābat et clāmāvit,"Bacche, juvā mē! Juvā mē!"

Bacchus fuit īrātus, sed rēgem contāctū aureō līberāvit.

4. Comprehension (*Comprehēnsiō*) - *rogāta dē lēctiōne*

M.: Ubi Midās habitāvit?
D.: In Phrygiā Midās habitāvit.

M.: Quis est Phrygia?
D.: Est terra rosārum.

M.: Quis est Midās?
D.: Rēx est Midas.

M.: Quālis rēx est Midās?
D.: Rēx stultus et avārus est Midās.

M.: Quid Midās dēsīderāvit?
D.: Aurum dēsīderāvit.

M.: Quantum aurum dēsīderāvit?
D.: Multum aurum dēsīderāvit.

M.: Cui Midās auxilium dedit?
D.: SĪlēnō Midās auxilium dedit.

M.: Quis est SĪlēnus?
D.: Est amīcus Bacchī.
Est magister Bacchī.

M.: Quis est Bacchus?
D.: Est deus vīnī
Est amīcus Sīlēnī.

M.: Quid Bacchus Midae dedit?
D.: Contāctum aureum dedit.

M.: Quae Midās tetigit?
D.: Rosās et saxa et statuās tetigit.

M.: Quae erant aurea?
D.: Omnia erant aurea.

M.: Quālis nunc est Midās?
D.: Nunc laetus est Midas.

M.: Quid Midās dēsīderāvit?
D.: Cibum et vīnum dēsīderāvit.

M.: Quid nōn iam dēsīderāvit?
D.: Aurum nōn iam dēsīderāvit.

M.: Quid Midās clāmāvit?
D.: "Bacche, juva me!"

M.: Quālis erat Bacchus?
D.: Bacchus erat īrātus.

5. Quiz *(Certāmen) - dē lēctiōne*

In exercitātiōne sequente circumscrībite vērum aut falsum:

Prīma - Phrygia erat terra rosārum. *(V)*

Secunda - Sīlēnus erat discipulus Bacchī. *(F) (Magister)*

Tertia - Midās erat rēx stultus et avārus. *(V)*

Quarta - Rēx deōrum Midae dedit contāctum aureum. *(F) (Deus vini aut Bacchus.)*

Quīnta - Midās erat laetus quod fīlia et cibus et vīnum erant aurea. *(F) (Non iam erat laetus.)*

Sexta - Sīlēnus Midam Līberāvit contāctū aureō. *(F) (Bacchus)*

M.: Valēte, discipulī!
D.: Valē, magister!

III. Materials :

1. Flashcards for"Quaenam est tempestās hodiē?"

   a. *Sōl lūcet*

   b. *Sōl nōn lūcet*

   c. *Ningit*

   d. *Pluit*

2. Filmstrip 6-3-11, Eye Gate House, Inc.: *FABULAE LEGENDAE GRAECIAE ROMAEQUE ANTIQUAE: Rēx Midās et Tāctus Aureus.*

3. Filmstrip projector

4. Projection screen

5. Dittoed sheet for students:*(Lēctiō)- Midās et Contāctus Aureus*

6. Dittoed sheet for students: *(Certāmen) - Vērum aut Falsum*

Lesson V

Grammar: Imperative, Singular and Plural

I. Lesson Outline

1. Introductory dialogue

2. Kinetic exercise to provide drill in the production and recognition of the imperative, singular and plural, for verbs of conjugations I, II, III, and IV

3. Pattern Practice Exercise: to provide audio-lingual drill to reinforce the student's ability to recognize and produce verbs of conjugations I, II, III, and IV in the imperative, singular and plural

4. Structural generalizations related to the imperative mood, singular and plural numbers, verbs of conjugations I,II,III,andIV

5. Exercises (*exercitia*) - to provide written reinforcement in the production of the imperative, singular and plural, for verbs of conjugations I, II, III, and IV

   a. completion exercise

   b. transformation - change to the plural

   c. transformation - change to the singular

6. Quiz (*certāmen*) - imperative, singular and plural for conjugations I, II, III, and IV

. Procedure:

1. Introductory dialogue

   M.: Salvēte, discipulī.
   D.: Salvē, magister.

   M.: Quid agitis hodiē?
   D.: Satis bene, grātiās, et tū?
   M.: Satis bene, grātiās.

   M.: Quaenam est tempestās hodiē?
   (Response will depend on picture shown by the teacher.)

   D.:

Sōl lūcet.	Est frīgida.
Sōl nōn lūcet.	Pluit.
Caelum est serēnum.	Nōn pluit.
Caelum est obscūrum.	Nōn ningit.
Est calida	Ningit.
Est tepida.	

   M.: Quotus mēnsis hic est?
   D.: Hic est mēnsis Mārtius.

   M.: Quotus diēs hic est?
   D.: Hic est diēs Mārtis.

2. Kinetic exercises - (This exercise associates the act with the Latin command and prepares the student for drills that will follow.)

   a. Discipula, surge.

      Discipula, ambulā ad tabulam nigram!

      Discipula, scrībe in tabulā nigrā!

Discipula revenī ad sellam!

Discipula, sedē!

b. Discipulae, surgite!

Discipulae, ambulāte ad tabulam nigram!

Discipulae, scrībite in tabulā nigrā!

Discipulae, revenīte ad sellās!

Discipulae, sedēte!

c. Discipule, surge!

Discipule, dā mihi librum!

Discipule, cape librum!

Discipule, sedē!

d. Discipulī, surgite!

Discipulī, date mihi librum.

Discipulī, capite librum!

Discipulī, sedēte!

e. Juvenis, spectā pictūram!

Juvenēs, spectāte pictūram!

Virgō, vidē pictūram.

Virginēs, vidēte pictūram.

Puer, lege chartam.

Puerī, legite chartam.

Puella, audī diligenter!

Puellae, audīte diligenter!

3. Pattern Practice Exercise: audio-lingual drill to reinforce th student's ability to recognize and produce the imperative, singular and plural, of verbs in conjugations I, II, III, and IV by use of Transparencies V-a, V-b, and V-c.

Directions to student: As you repeat each utterance after me, note carefully the underlined verb form in each sentence.

Transparency V-a

I

spectō - spectāre	Puella, SPECTĀ lūnam. Puellae, SPECTATE lunam.
vocō - vocāre	Puer, VOCĀ īnfantem. Pueri, VOCATE īnfantem.
parō - parāre	Virgō, PARĀ cēnam. Virginēs, PARĀTE cēnam.

II

teneō - tenēre	Juvenis, TENĒ librum. Juvenēs, TENETE librōs.
sedeō - sedēre	Puella, SEDĒ in sellā. Puellae, SEDETE in sellīs.
videō - vidēre	Discipule, VIDĒ puerum. Discipulī, VIDĒTE puerōs.

Transparency V-b

III

legō - legere	Minerva, LEGE dīligenter. Puellae, LEGITE dīligenter.
scrībō - scrībere	Neptūne, SCRĪBE dīligenter. Puerī, SCRĪBITE dīligenter.

claudō - claudere	Jūppiter, CLAUDE librum. Juvenēs, CLAUDITE librōs.

IV

aperiō - aperīre	Amīce, APERĪ jānuam. Amīcī, APERITE jānuās.
veniō - venīre	FTIT, VENĪ ad casam. FTIIT, VENĪTE ad casam.
sciō - scīre	FTIIa, SCĪ pēnsum. FTIIae, SCITE pēnsum.

(The teacher feels that the previous repetition drill will prepare the student to generate automatically the imperative form in the following completion exercise.)

Distribute to the students the dittoed materials to be used with transparencies V-c, V-d, V-e, and V-f.

Directions to the student: As I call on you, complete the sentence at the right by supplying the correct form of the verb given on the left. The entire class will repeat the completed statement and write the appropriate answer in the space provided on the *charta Latīna*.

Transparency V-c

portō - portāre	Puer, *(portā)* librum. Puerī, *(portāte)* librōs.
moveō - movēre	Puer, *(movē)* sellam. Puerī, *(movēte)* sellās.
vertō - vertere	Puer, *(verte)* pāginam. Puerī, *(vertite)* pāginās.
reveniō - revenīre	Puer, *(revenī)* ad scholam. Puerī, *(revenite)* ad scholam.

4. Structural Generalizations: Through the use of Transparency V-d the students will formulate rules for the formation of the imperative, singular and plural, of conjugations I, II, III, and IV.

Transparency V-d

Structural Generalizations

audiō - audīre

Discipulē, AUDĪ dīligenter.
Discipulī, AUDITE diligenter.

a. To form the imperative we use the *(second)* principal part of the verb.

b. To form the *(imperative singular)* we drop *(re)* from the *(second)* principal part of the verb.

c. To form the *(imperative plural)* we drop *(re)* from the *(second)* principal part of the verb and add *(te)*.

legō - legere

Discipulī, LEGITE dīligenter.

d. To form the imperative plural of verbs of the *(third conjugation)* we drop the *(re)* from the *(second)* principal part, change the e to *(i)*, and add *(te)*.

5. Exercitia - to provide written reinforcement in the recognition and production of the imperative forms of the verbs. (Dittoed copies of *exercitia* are distributed to students.)

a. Completion Exercise - Complē sententiās sequentēs fōrmīs exactīs:

1. Fēmina, *(spectā)* īnfantem. (spectō - spectāre)
2. Puellae, *(ambulāte)* ad scholam. (ambulō - ambulāre)
3. Puerī, *(tenēte)* librōs. (teneō - tenēre)
4. Magister, *(docē)* discipulōs. (doceō - docēre)
5. Virgō, *(scrībe)* epistulam. (scrībo - scrībere)
6. Juvenēs, *(legite)* fābulās. (legō - legere)
7. Vulcāne, *(audī)* magistrum. (audiō - audīre)
8. Fīliī, *(revenīte)* ad casam. (reveniō - revenīre)

9. Discipule, (aperī) fenestram. (aperiō - aperīre)
10. Discipulae, (claudite) jānuam. (claudō - claudere)
11. Discipula, (vocā) puellās. (vocō - vocāre)
12. Discipulī, (movēte) sellās. (moveō - movēre)
13. Satūrne, (surge) . (surgō - surgere)
14. Vesta, (verte) pāginam. (vertō - vertere)
15. Īnfāns, (amā) mātrem. (amō - amāre)
16. Fīliae, (manēte) in casā. (maneō - manēre)
17. Amīce, (sedē) in sellā. (sedeō - sedēre)
18. Juvenēs, (mittite) epistulam. (mittō - mittere)
19. Neptūne, (claude) fenestram. (claudō - claudere)
20. Virginēs (aperīte) fenestrās. (aperiō - aperīre)
21. Fēminae, (portāte) librōs. (portō - portāre)
22. Magistrī, (docēte) discipulōs. (doceō - docēre)

(To vary the presentation of the *Exercitia* the teacher uses a combination of overhead projection and accompanying worksheets.)

Transparency V-e

b. Transformation Exercise - Verte ad plūrālem:

1. Fīlia, labōrā dīligenter.
   Fīliae, (labōrāte) dīligenter.
2. Fīlī, sedē in sellā.
   Fīliī, (sedēte) in sellīs.
3. Discipula, scrībe epistulam.
   Discipulae, (scrībite) epistulās.

4. Discipule, dormī in casā.
   Discipulī, (*dormīte*) in casīs.

5. Īnfāns, audī mātrem.
   Īnfantēs, (*audīte*) mātrēs.

6. Soror, respondē frātrem.
   Sorōrēs, (*rēspondēte*) frātrēs.

Transparency V-f

c. Transformation Exercise - Verte ad singulārem:

1. Mātrēs, amāte fīliōs.
   Māter, (*amā*) fīlium.

2. Puerī, vidēte pictūrās.
   Puer, (*vidē*) pictūram.

3. Puellae, vertite pāginas.
   Puella, (*verte*) pāginam.

4. Frātrēs, audīte sorōrēs.
   Frāter, (*audī*) sorōrem.

5. Amīcī, legite fābulās.
   Amīce, (*lege*) fābulam.

6. Discipulae, laudāte magistrōs.
   Discipula, (*laudā*) magistrum.

6. *Certāmen* - to test student atility to manipulate the imperative forms

a. Complē sententiās sequentēs fōrmīs exāctīs:

1. Puella, (*recitā*) dīligenter. (recitō - recitāre)

2. Virgō, (*rēspondē*) quaestiōnem. (rēspondeō - rēspondēre)

3. Amīce, (*mitte*) epistulam. (mittō - mittere)

4. Juvenis, (*audī*) magistrum. (audiō - audīre)

5. Puerī, (*aperīte*) jānuās. (aperiō - aperīre)

6. Discipulae, *(date)* mihi librōs. (dō - dare)

b. Verte sententiās sequentēs ad plūrālem:

7. Māter, spectā Īnfantem.

   Mātrēs, *spectāte* Īnfantēs.

8. Virgō, tenē librum.

   Virginēs, *(tenēte)* librōs.

c. Verte sententiās sequentēs ad singulārem:

8. Discipulī, scrībite epistulās.

   Discipule, *(scrībe)* epistulam.

10. Discipulae, venīte ad scholam.

    Discipula, *(venī)* ad scholam.

III. Materials:

1. Transparency V-a - Pattern practice exercise: Imperative, singular and plural, conjugations I and II.

2. Transparency V-b - Pattern Practice Exercise: Imperative, singular and plural, conjugations III and IV.

3. Transparency V-c - Pattern Practice Exercise: Imperative, singular, and plural, conjugations I, II, III, and IV.

4. Transparency V-d - Structural Generalizations related to the imperative, singular and plural.

5. Transparency V-e - *Exercitium* - Transformation Exercise.

6. Transparency V-f - *Exercitium* - Transformation Exercise

7. Overhead projector

8. Overhead projector screen

9. Dittoed material for students - Pattern Practice Exercise

10. Dittoed material for students - *Exercitia*

11. Dittoed material for students - *Certāmen:* imperative, singular and plural

Lesson VI

Review of Cultural Items

I. Lesson Outline:

1. Introductory dialogue
2. Review of cardinal numbers (*Numerī Rōmānī*; I-XX
3. Review of major gods and goddesses (*Deī Rōmānī et Deae Rōmānae*)
4. General review via game "Tic-Tac-Toe"

II. Procedure:

1. Introductory dialogue - with the entire class and/or individual response

M.: Salvēte, discipulī.
D.: Salvē, magister.

M.: Quid agitis hodiē?
D.: Satis bene, grātiās, et tu?
M.: Satis bene, grātiās.

M.: Quaenam est tempestās hodiē?
D.: (Response will depend upon the picture shown by the teacher.)

Sōl lūcet.	Pluit
Est calida.	Nōn pluit.
Caelum est serēnum.	Ningit.
Sōl nōn lūcet.	Nōn ningit.
Caelum est obscūrum.	Est frīgida.

M.: Quotus mēnsis hic est?
D.: Hic est mēnsis Aprīlis.

M.: Quotus diēs hic est?
D.: Hic est diēs Jovis.

2. Audio-lingual review of *Numerī Rōmānī* - I-XX

a. Flashcards - using flashcards with Roman numerals on them, the students will count from one to twenty in Latin.

M.: Discipulī, audīte mē dīligenter. Spectāte chartās et numerāte.

Flashcard	Student response	Flashcard	Student response
I	ūnus	XI	ūndecim
II	duo	XII	duodecim
III	trēs	XIII	trēdecim
IV	quattuor	XIV	quattuordecim
V	quīnque	XV	quīndecim
VI	sex	XVI	sēdecim
VII	septem	XVII	septendecim
VIII	octō	XVIII	duodēvīgintī
IX	novem	XIX	ūndēvīgintī
X	decem	XX	vīgintī

M.: Discipulī, spectāte chartās dīligenter, et numerāte.

(The teacher now shows the numbers in reverse order to reinforce automatic response to the number itself in a slightly different context.)

Flashcard	Student response	Flashcard	Student response
XX	vīgintī	X	decem
XIX	ūndēvīgintī	IX	novem
XVIII	duodēvīgintī	VIII	octō
XVII	septendecim	VII	septem
XVI	sēdecim	VI	sex

Flashcard	Student response	Flashcard	Student response
XV	quīndecim	V	quīnque
XIV	quattuordecim	IV	quattuor
XIII	trēdecim	III	trēs
XII	duodecim	II	duo
XI	ūndecim	I	ūnus

b. Review of numbers via the game "Bombus" - to provide additional reinforcement of student production of the numerals. In the first game of "Bombus" individual students will count from 1 to 20 substituting the word "bombus" for every multiple of three. In the second game, "bombus" will be substituted for multiples of four.

First game - ūnus, duo "bombus", quattuor, quīnque, "bombus", septem, octō, "bombus", decem, ūndecim, "bombus", trēdecim, quattuordecim, "bombus", sēdecim, septendecim, "bombus", ūndēvīgintī, vīgintī.

Second game -ūnus, duo, trēs, "bombus", quīnque, sex, septem, "bombus", novem, decem, ūndecim, "bombus", trēdecim, quattuordecim, quīndecim, "bombus", septendecim, duodēvīgintī, ūndēvīgintī, "bombus".

c. Oral addition problems: Discipulī, audīte dīligenter et rēspondēte rogāta sequentia:

M.: Quot fiunt duo et duo? D.: quattuor
M.: Quot fiunt decem et decem? D.: vīgintī
M.: Quot fiunt quīnque et quattuor? D.: novem
M.: Quot fiunt decem et sex? D.: sedecim
M.: Quot fiunt quīnque et trēs? D.: octō
M.: Quot fiunt septem et octō? D.: quīndecim

d. Oral subtraction problems - Discipulī, audīte dīligenter et rēspondēte rogāta sequentia:

M.: Quot fiunt decem minus quīnque? D.: quīnque
M.: Quot fiunt septendecim minus decem? D.: septem
M.: Quot fiunt octō minus sex? D.: duo
M.: Quot fiunt trēdecim minus duōbus? D.: ūndecim
M.: Quot fiunt vīgintī minus duōbus? D.: duodēvīgintī
M.: Quot fiunt sēdecim minus septem? D.: novem

3. <u>Audio-lingual-visual review of the major gods and goddesses</u> of Rome (*Dei Romani et Deae Romanae*).

a. Review of the names

M.: Quis est?
D.: Est Jūppiter.

M.: Quis est?
D.: Est Jūnō.

M.: Quis est?
D.: Est Neptūnus.

M.: Quis est?
D.: Est Vesta.

M.: Quis est?
D.: Est Plūtō.

M.: Quis est?
D.: Est Cerēs.

M.: Quis est?
D.: Est Apollō.

M.: Quis est?
D.: Est Diāna.

M.: Quis est?
D.: Est Mārs.

M.: Quis est?
D.: Est Minerva.

M.: Quis est?
D.: Est Venus.

M.: Quis est?
D.: Est Vulcānus.

M.: Quis est?
D.: Est Mercurius

b. Review of the duties and/or attributes of the gods and goddesses. (In this series, the teacher uses flashcards to elicit Latin responses that will indicate the duties and/or attributes.)

M.: Quis est Jūppiter?

D.: Est rēx deōrum.

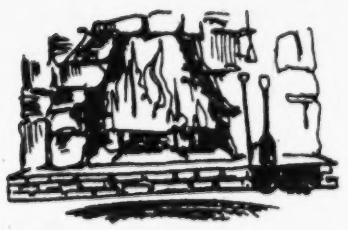
D.: Est possessor fulminis.

D.: Est rēgīna deōrum.

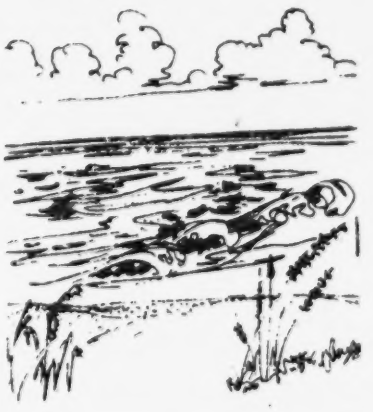
M.: Quis est Jūnō?
D.: Est dea fēminārum.

D.: Est dea mātrimōni.

M.: Quis est Vesta?
D.: Est dea focī.

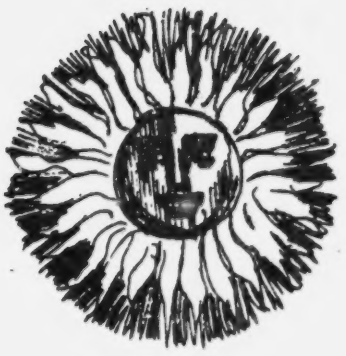


M.: Quis est Neptūnus?
D.: Est deus ōceanī.



M.: Quis est Plūtō?
D.: Est deus mortuōrum.

M.: Quis est Cerēs?
D.: Est dea frūmentī.



D.: Est deus sōlis.

M.: Quis est Apollō?
D.: Est deus medicīnae.

D.: Est deus mūsicae.

M.: Quis est Diāna?

D.: Est dea lūnae.

D.: Est dea vēnātūs.

M.: Ubi deī et deae habitant?
D.: In Monte Olympō habitant.

M.: Ubi Plūtō habitat?
D.: In Tartarō habitat.

M.: Ubi Neptūnus habitat?
D.: In ōceanō habitat.

M.: Quis est Venus?

D.: Est dea pulchritūdinis.

D.: Est dea amōris.

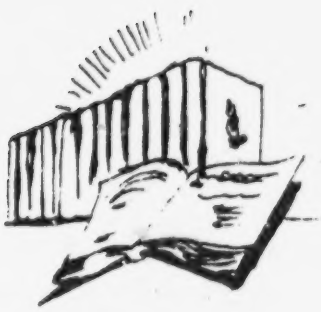
M.: Quis est Vulcānus?
D.: Est deus ignis.

M.: Quālis est Vulcānus?
D.: Est deus dēfōrmis.

M.: Quis est Mercurius?
D.: Est nūntius deōrum.

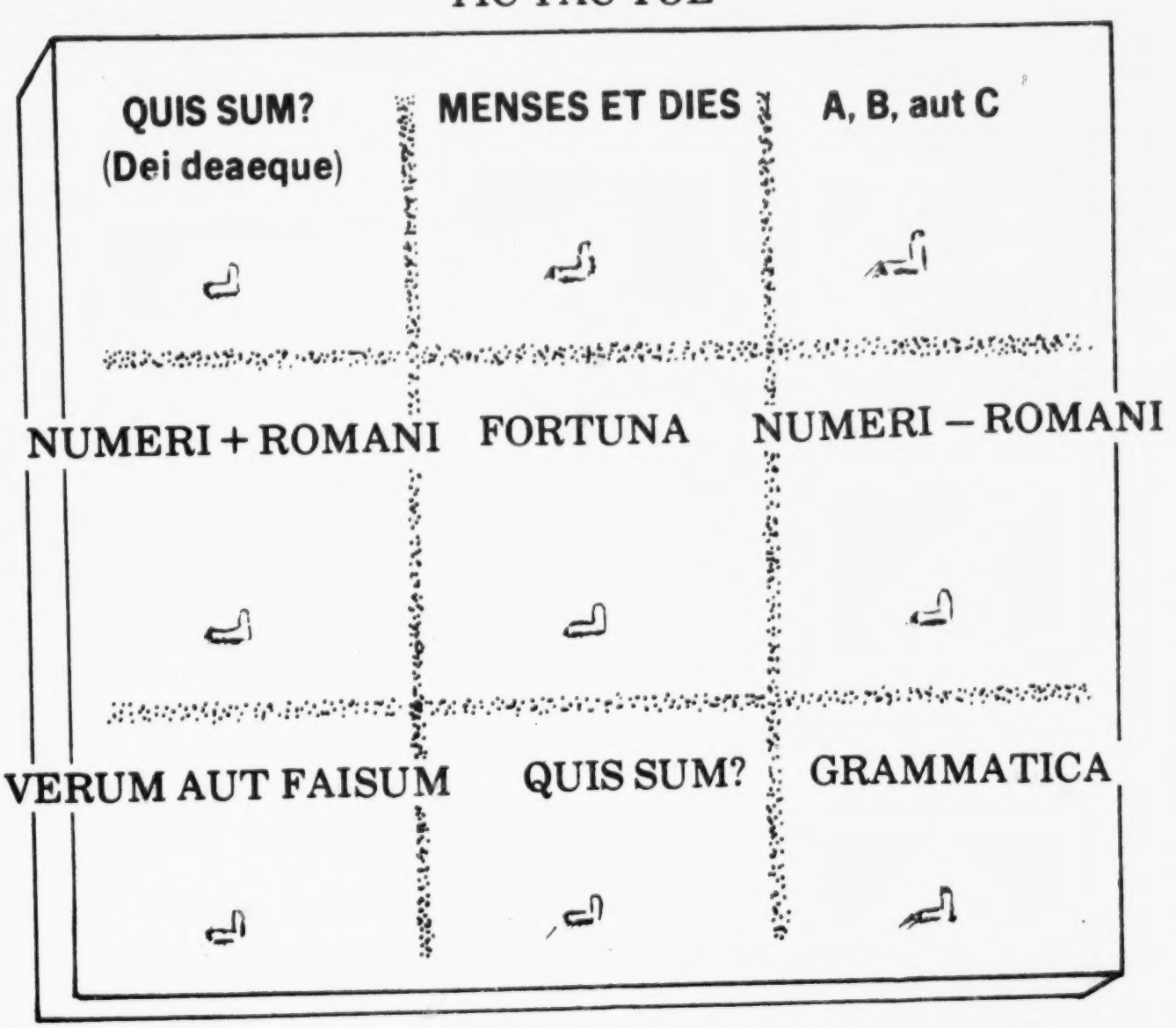
M.: Quis est Mārs?
D.: Est deus bellī.

M.: Quis est Minerva?
D.: Est dea sapientiae.



4. General review via game "Tic-Tac-Toe" - to initiate a general review of cultural material and to capitalize upon student interest in competition.

TIC TAC TOE



(The teacher has the option of using an actual game board or drawing a replica on the blackboard.)

Rules of the game:

Teams are chosen with captains. The captain decides the sequence in which the team members will respond and the category from which the question will be selected. If the designated member of Team X cannot answer correctly, the captain of Team O has the opportunity to respond to the same question. If neither team answers correctly, the class as a whole supplies the answer with no play on the board. The object of the game is to place three X's or three O's in a horizontal, vertical, or diagonal line.

Questions for the categories shown in the above illustration follow:

QUIS SUM? (Deī Deaeque)

1. Ego sum fīlius Sāturnī et Rhēae. Ego sum frāter et coniunx Jūnōnis. Ego sum rēx deōrum. Quis sum? *Jūppiter*

2. Ego sum deus. Ego sum fīlius Jovis et frāter Diānae. Ego sum deus sōlis. Quis sum? *Apollō*

3. Ego sum deus. Ego sum fīlius Jovis. Ego sum pater Rōmulī et Remī. Ego sum deus bellī. Quis sum? *Mārs*

4. Ego sum deus. Ego sum fīlius Jovis. Ego sum nūntius deōrum. Quis sum? *Mercurius*

5. Ego sum dea. Ego sum fīlia Sāturnī. Ego sum rēgīna deōrum et dea fēminārum. Quis sum? *Jūnō*

6. Ego sum fīlius Sāturnī et frāter Jovis. Ego in Tartarō habitō. Ego sum rēx mortuōrum. Quis sum? *Plūtō*

7. Ego sum deus. Ego sum fīlius Sāturnī et Rhēae. Ego sum deus ōceanī. Quis sum? *Neptūnus*

8. Ego sum fīlia Sāturnī et soror Jovis. Ego sum dea focī. Quis sum? *Vesta*

9. Ego sum dea. Ego sum fīlia Jovis et soror Apollinis. Ego sum dea lunae. Quis sum? *Diāna*

10. Ego sum dea. Ego sum fīlia Jovis. Ego ex capite Jovis nata sum. Ego sum dea sapientiae. Quis sum? *Minerva*

11. Ego sum dea. Ego sum fīlia Jovis et coniunx Vulcānī. Ego sum dea amōris et dea pulchritūdinis. Quis sum? *Venus*

MĒNSĒS ET DIĒS

1. The Latin equivalent of Wednesday is - (Diēs Mercurī)

2. The Latin equivalent of the month of April is - (Mēnsis Aprīlis)

3. The Latin equivalent of Friday is - (Diēs Veneris)

4. The Latin equivalent of the month of February is - (Mēnsis Februārius)

5. The Latin equivalent of Tuesday is - (Diēs Mārtis)

6. The Latin equivalent of the month of May is - (Mēnsis Māius)

7. The Latin equivalent of Monday is - (Diēs Lūnae)

8. The Latin equivalent of the month of March is - (Mēnsis Mārtius)

9. The Latin equivalent of Sunday is - (Diēs Sōlis)

10. The Latin equivalent of Saturday is - (Diēs Sāturnī)

11. The Latin equivalent of the month of December is - (Mēnsis December)

12. The Latin equivalent of Thursday is - (Diēs Jovis)

A, B aut C

1. Deus dēfōrmis est - (a) Plūtō, (b) Mārs, (c) *Vulcānus*.

2. Deī habitant in - (a) *Monte Olympō*, (b) Monte Vesuviō (c) Tartarō.

3. Deus mūsicae est - (a) Mercurius, (b) *Apollō*, (c) Neptūnus.

4. Pater Rōmulī et Remi est - (a) *Mārs*, (b) Mercurius, (c) Juppiter.

5. Quī sunt geminī?- (a) Venus et Vulcānus, (b) Minerva et Mārs, (c) *Diāna et Apollō*

6. Dea pulchritūdinis est - (a) Minerva, (b) Jūnō, (c) *Venus*.

7. Quis in Tartarō habitat? - (a) Neptūnus, (b) *Plūtō*, (c) Vulcānus.

8. Diāna est - (a) *dea vēnātūs*, (b) dea pulchritūdinis, (c) dea vīnī.

9. Fīlius Jovis est - (a) Plūtō, (b) Neptūnus, (c) *Vulcānus*.

10. Diāna est dea - (a) sōlis, (b) *lūnae*, (c) focī.

11. Māter Rōmulī et Remī est - (a) Jūnō, (b)*Rhēa Silvia*, (c) Venus.

12. Deus medicīnae est - (a) *Apollō*, (b) Juppiter, (c) Mercurius.

13. Dea mātrimōniī est - (a) Minerva, (b) Venus, (c) *Jūnō*.

NUMERĪ RŌMĀNĪ

1.	Quot fiunt octō et septem?	*quīndecim*
2.	Quot fiunt novem et decem?	*ūndēvīgintī*
3.	Quot fiunt ūnus et trēs?	*quattuor*
4.	Quot fiunt trēs et quattuor?	*septem*
5.	Quot fiunt quīnque et quīnque?	*decem*
6.	Quot fiunt duo et trēs?	*quīnque*
7.	Quot fiunt decem et decem?	*vīgintī*
8.	Quot fiunt sex et trēs?	*novem*
9.	Quot fiunt octō et duo?	*decem*
10.	Quot fiunt trēs et quīnque?	*octō*

11. Quot fiunt decem et quattuor? *quattuordecim*

12. Quot fiunt ūndecim et quīnque? *sēdecim*

FORTŪNA

1. Rēx Midās dēsīderat (a) multum vīnum, (b) *contāctum aureum*, (c) fīliam auream.

2. The imperative singular of amō, amāre is(*amā*).

3. Quot fiunt sex et sex? *duodecim*

4. Vērum aut Falsum - Neptūnus est frāter Plūtōnis. *vērum*

5. Quot fiunt octō et decem? *duodēvīgintī*

6. Fīlius Sāturnī est (a) *Neptūnus*, (b) Mārs, (c) Vulcānus.

7. Quot fiunt sēdecim minus quīnque? *ūndecim*

8. Vērum aut Falsum - Jūppiter suōs līberōs ēdit. *falsum*

9. Quot fiunt trēdecim minus octō? *quīnque*

10. The dative plural of canis is (*canibus*).

NUMERĪ RŌMĀNĪ

1. Quot fiunt trēdecim minus decem? *trēs*

2. Quot fiunt quattuordecim minus quattuor? *decem*

3. Quot fiunt duodēvīgintī minus duōbus? *sēdecim*

4. Quot fiunt novem minus sex? *trēs*

5. Quot fiunt decem minus septem? *trēs*

6. Quot fiunt ūndēvīgintī minus ūnō? *duodēvīgintī*

7. Quot fiunt decem minus quīnque? *quīnque*

8. Quot fiunt quīnque minus duōbus? *trēs*

9. Quot fiunt octō minus quattuor? *quattuor*

10. Quot fiunt vīgintī minus quīndecim? *quīnque*
11. Quot fiunt quīndecim minus octō? *septem*
12. Quot fiunt quīndecim minus decem? *quīnque*

VĒRUM AUT FALSUM

1. Jūppiter mūtat Philēmōnem in arborem. *Vērum*
2. Pyrrha est conjunx Deucaliōnis. *Vērum*
3. Saturnus sex Īberōs amat. *Falsum*
4. Phrygia est terra rosārum. *Vērum*
5. Cerēs est dea mātrimōniī. *Falsum*
6. Vulcānus est deus pulcher. *Falsum*
7. Rhēa est māter Jovis. *Vērum*
8. Caelum et Terra sunt parentēs Tītānōrum. *Vērum*
9. Neptūnus in Tartarō habitat. *Falsum*
10. Juppiter mūtat casam Baucidis in templum. *Vērum*
11. Mārs est nūntius deōrum. *Falsum*
12. Vesta est dea fēminārum. *Falsum*

QUIS SUM? (FĀBULAE)

1. Ego sum Tītānus. Ego sum rēx Tītānōrum. Ego sum conjunx Rheae. Ego sum pater Jovis et Vestae et Jūnonis et Cereris et Neptūnī et Plūtōnis. Quis sum? *Sāturnus*

2. Ego sum rēx Phrygiae. Ego sum rēx stultus et avārus. Ego multum aurum dēsīderō. Quis sum? *Midās*

3. Ego sum fīlius Apollinis. Ego sum puer stultus. Ego dēsīderō agere currum sōlis trāns caelum. Quis sum? *Phaethon*

4. Ego sum sōla fēmina bona in terrā. Jūppiter virōs malōs necat, sed mē nōn necat. Ego saxa post tergum jaciō et Jūppiter mūtat saxa in fēminās. Quis sum? *Pyrrha*

5. Ego sum dea. Ego sum fīlia Sāturnī et soror Jovis. Ego sum dea frūmentī. Quis sum? *Cerēs*

6. Ego sum fēmina bona. Ego in vīcō Phrygiae habitō. Ego deō Jovī hospitālitātem dō. Quis sum? *Baucis*

7. Ego sum vir bonus. Ego sum conjunx Baucidis. Ego hospitālitātem deō Mercuriō et deō Jovī dō. Jūppiter mē in quercum mūtat. Quis sum? *Philēmon*

8. Ego sum deus. Ego sum fīlius Jovis et conjunx Veneris. Ego sum dēfōrmis. Ego sum deus ignis. Quis sum? *Vulcānus*

9. Ego sum sōlus vir bonus in terrā. Deus Jūppiter virōs malōs necat, sed mē non necat. Ego saxa post tergum jaciō et Jūppiter mutat saxa in virōs. Quis sum? *Deucalion*

10. Ego sum rēx. Ego sum rēx malus. Ego sum rēx Arcadiae. Ego in jūre Jovis membra īnfantis ponō. Tum Jūppiter mē in lupum mūtat. Quis sum? *Lycāon*

GRAMMATICA

1. The accusative case plural of juvenis is *(juvenēs)*.
2. The accusative case singular of templum is *(templum)*.
3. The vocative case singular of māter is *(māter)*.
4. The accusative case singular of puer is *(puerum)*.
5. The genitive case singular of frāter is *(frātris)*.
6. The negative imperative singular of veniō, venīre is *(nōli venīre)*.
7. The ablative case singular of fēmina is *(fēminā)*.
8. The ablative case singular of vir is *(virō)*.
9. The ablative case plural of puella is *(puellīs)*.
10. The nominative case plural of virgō is *(virginēs)*.
11. The dative case singular of discipulus is *(discipulō)*.
12. The vocative case singular of amīcus is *(amīce)*.
13. The vocative case plural of fīlius is *(fīliī)*.

M.: Tempus fugit.
Valēte, discipulī.
D.: Valē, magister.

III. Materials:

1. Visuals for "Quaenam est tempestās hodiē?"

2. Flashcards for *numerī Rōmānī* (I-XX)

3. Flashcards for *deī Rōmānī et deae Rōmānae* (names and duties)

4. Game materials for "Tic-Tac-Toe" - game board, category cards, question cards, O and X markers.

BIBLIOGRAPHY

1. Asher, James J. "Vision and Audition in Language Learning", Perceptual and Motor Skills, XIX (1964), 255 - 300.

2. Bennett, Adee N. "Versatility of tape teaching," Classical Journal, 60 (March 1965), 251 - 253.

3. Brickell, Henry M. Commissioner's 1961 Catalog of Educational Change: A survey of changing instructional approaches and descriptions of new programs in the public and non-public elementary and secondary schools of New York State. Albany, New York: Commissioner of Education, State Education, October 1961.

4. Carroll, John B. "An Educational Psychologist Looks at the Classics," The Classical Weekly, Vol. 49, No. 14 (April 16, 1956), pp. 189 - 194.

5. _____ Research on Teaching Foreign Languages. Cambridge, Mass.: Harvard University, 1960.

6. Distler, Paul F., S. J. Teach the Latin, I Pray You. Chicago: Loyola University Press, 1962.

7. Eames, Thomas H. (ed.). Journal of Education. Boston, Mass.: Boston University School of Education. (765 Commonwealth Avenue).

8. Eckelberry, R. H. (ed.). Education Research Bulletin. Columbus, Ohio: Ohio State University, Bureau of Educational Research and Service.

9. The Education Index. Bronx, New York: H. W. Wilson Co. (950 University Avenue).

10. Else, Gerald F. "Working Paper: The Role and Relevance of Classical Education Today," Planning Conference to Examine the Role of Classical Studies in American Education and to Make Recommendations for Needed Research and Development. Airlie House, Virginia, 14 - 17 April 1965.

11. "First Airlie House Conference on the Classics: Interim Report on the Conference" The Classical World. Vol. 58, No. 9 (May 1965), pp. 271 - 276.

12. Ganss, George E. "Changing Objectives and Procedures in Teaching Latin, 1556 - 1956," The Classical Journal. Vol. 52, No. 1, (October 1956), pp. 15 - 22.

13. Harris, Chester W. (ed.). Encyclopedia of Educational Research. New York, New York: MacMillian Co. (60 Fifth Avenue).

14. Hunt, Jacob T. (ed.). Review of Educational Research. Washington, D. C.: American Educational Research Association (1201 Sixteenth Street, N. W.).

15. Huzar, Eleanor. "Structural Linguistics and Latin Teaching," The Classical Journal. Vol. 52, No. 6 (March 1957), pp. 268 - 274.

16. Keating, Louis C. "Humanities in the Modern World," The Classical World. Vol, 51, No. 8 (May 1958), pp. 221 - 222.

17. Krauss, Franklin B. "Classics and the FL Program: Aural-Oral Latin," The Classical World. Vol 53, No. 1 (October 1959) pp. 3 - 4.

18. Kuder, G. Frederic (ed.). Educational and Psychological Measurement. Richmond, Virginia: No publisher listed. (2901 Byrdhill Road).

19. Lashbrook, Austin M. "Working Paper: Classical Curricula in High School (Including Grades 7 and 8) and in College and Their Proper Articulation," Planning Conference to Examine the Role of Classical Studies in American Education and to Make Recommendations for Needed Research and Development. Airlie House, Virginia, 14 - 17, April 1965.

20. Loehry, H. "The Oral Method," Latin Teaching, 31 (June 1964) 133 - 137; 31 (June 1965), 189 - 198; 32 (November 1965) 32 (June 1966), 53 - 63; 32 (November, 1966), 105 - 114.

21. Most, William G. "Latin by the Natural Method," The Classical Outlook. Vol.38 (January 1961), pp. 42 - 45.

22. Neudling, C. L. "Future of the Classics," The Classical Journal. Vol. 11 (1915), pp. 7 - 21.

23. O'Connor, Patricia and W. F. Twaddell. "Intensive Training for an Oral Approach in Language Teaching," Modern Language Journal. Vol. XLIV, No. 2, part 2 (February 1960).

24. Oxford Report "unedited and unpublished at this date. Committee I. "Latin in Grades 6, 7, 8" Western College, Oxford, Ohio, 19 - 21, June 1967.

25. Parker, William R. "The Case for Latin," Proceedings of Modern Language Association. Vol. LXXIX, No. 4, part 2, (September 1964).

26. Peckett, C. W. E. "Direct Methods and the Classics," The Classical Journal. Vol 46 (1944), pp. 331 - 334.

27. _____ "Modern Methods of Teaching Latin," The Classical Journal. Vol. 57 (December 1961), pp. 103 - 105.

28. Replogle, Ronald "Studying Latin for Fun and Profit," The Classical Journal, 60 (March 1965), 251 - 253.

29. Rouse, William H. D. The Teaching of Latin at the Perse School Great Britain Board of Education, Educational Pamphlet No. 20, H. M. Stationery Office, 1910.

30. Rouse, William H. D. and Appleton, R. B. Latin on the Direct Method. London: London University, 1925.

31. Schultz, Morton J. The Teacher and Overhead Projection: A Treasury of Ideas and Techniques. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.: 1965.

32. Seyfert, Warren C. "The Place of Latin in the High School Curriculum," The Classical Journal. Vol. 44, No. 2 (November 1948, p. 103).

33. Stockton, Eric. "A Bystander Looks at the Teaching of Latin." The Classical Weekly. Vol. 48, No. 14, (May 2, 1955) pp. 187 - 192.

34. Sweet, Waldo. Latin, A Structural Approach. Michigan. Michigan University Press, 1957.

35. Urban, Richard T. "Speak Up." The Classical Outlook. Vol 37, No. 8 (May 1960), p. 85 - 86.

36. Wall, W. D. (ed.). Educational Research. London, England: Newnes Educational Publishing Co,, Ltd. (Tower House, Southampton St.).

37. Wilson, Edmund. "Reflections on the Teaching of Latin,: The Classical Journal. Vol. 51, No. 5 (February 1956) pp. 197 - 202.